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ABSTRACT

Designed to help parents and staff members construct educational materials for elementary school students, the document presents over 60 learning activities representing a broad spectrum of skill areas and levels. Several construction tips are followed by a list of materials frequently used in constructing educational activities. Activity descriptions include information about the skill being reinforced, necessary materials, directions for using the activity, and sources of additional information. Each activity is accompanied by an illustration of the completed activity, an activity number, and cross-referencing information. Skills include spelling, vocabulary, alphabetizing, addition, subtraction, multiplication, division, problem solving, oral language, number comparison, visual discrimination, sequencing, reading comprehension, creative writing, identification of prefixes and suffixes, understanding place value, and using reference materials. A list of teacher resources concludes the document. (LH)

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Constructing Educational Activities

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PS 013 676

BASIC EDUCATIONAL SKILLS PROJECT
Wichita Public Schools
Wichita, Kansas
1982

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Preface

The Basic Educational Skills (BES) Project with funding from the Administration for Children, Youth and Families, U.S. Department of Health and Human Services, is a collaborative effort between Wichita Head Start and Wichita Public Schools. For three years it has operated at Dodge and Stanley Head Start and Elementary Schools. Constructing Educational Activities has been prepared as a record of one type of activity which was conducted by the BES Project.

Throughout the school year, BES "Make It and Take It" sessions have been held under the direction of Terri Harris, BES Development Specialist. These sessions were designed to help parents and staff members provide educational materials that could meet varied student interests, needs, and skill levels. During these sessions participants selected from a variety of sample activities those which they wished to construct for specific students. Modifications were often made to adjust activity tasks to the needs and skill levels of those students.

A variety of the sample activities which were used in the "Make It and Take It" sessions are pictured and described in Constructing Educational Activities. These activities are designed to be used by students as reinforcement activities after the appropriate skills have been initially taught by the instructor. It is hoped that the reader will use the ideas presented here to make materials which will provide appropriate educational opportunities for many students.

The activities pictured in this book were constructed by Terri Harris and BES Home & School Aides, Judy Drew, Jamey Forney, Carol Laythe, and Sheryl McKinney. A special thanks goes to Sarah Hicks, BES Project Secretary, for her participation in the preparation of this book. Her assistance with editing and the typing of the text are highly valued.

P.A.B.

Construction Tips

Colored Folders

When using a colored folder with a name or trademark in the center, turn the folder inside out before starting to construct the activity. This will place the wording on the back of the folder activity.

Decorative Pictures

The front of each folder activity can be decorated with pictures. It does not take an artist to do this. For example, coloring books, greeting cards, magazines, stickers, and gift wrapping paper are fun and easy to use.

Tracing Pictures

Most coloring book pictures have heavy black lines which can be traced quickly and easily. Leftover tissue found between thermal transparencies or spirit masters can be used for tracing paper. To trace a picture or design directly onto a thick piece of paper such as a file folder, put the original and the receiving paper on the flat lighted surface of an overhead projector. This will increase the visibility of the original design.

Enlarging a Small Picture

If an enlargement of a small picture or part of a picture is needed for an activity, first make a transparency of the picture. If the original is in a book, a photocopy of the picture can be taken and used to make a thermal transparency. The picture can also be traced with a marker on clear acetate. To keep the transparency from moving, secure it with a small piece of tape to an overhead projector. By adjusting the projector, the desired image size can be focused onto the activity. Trace the object outline with a pencil so that mistakes can be easily corrected and then finish the picture by using colored markers.

Felt Tip Markers

Two kinds of markers that are good for making activities are water-based markers and permanent markers. Permanent markers bleed through; therefore, water-based markers are better for thinner paper such as construction paper and colored folders. Permanent markers work better on heavier materials such as poster board, tongue depressors, or anything that cannot be laminated. A Sharpie Fine Point Marker will often write and not smear on materials when other markers will not.

Lamination

Laminating an activity or covering it with clear contact paper before it is used by students will make the activity more durable and will extend its life. To prevent moisture bubbles in laminated material, dry the material before laminating by placing it between sheets of brown paper in the laminating press for 30 to 60 seconds.

Glue and Lamination

When constructing activities with a water-based glue, use the glue sparingly, otherwise moisture bubbles crop up when the activity is laminated. An activity that is to be laminated only needs to be tacked together. Glue sticks are excellent for tacking because moisture is greatly reduced.

Continuous Roll (Rotary) Laminator

Moisture bubbles which cause laminated materials to peel may form when this type of laminator is used on humid days. To avoid this, a press laminator can be used to dry an activity before it is put through the rotary laminator.

When laminating several items of various thicknesses such as folders, construction paper, and poster board, begin with the thinnest and continue to the thickest. This will aid the sealing process and help to prevent peeling around the edges which sometimes occurs when various thicknesses are randomly laminated.

Used Laminating Film

The clear scraps of laminating film that have been sealed together and that are cut away from materials can often be used to make the pockets on folder activities which hold activity pieces or answer sheets. These scraps can also be used to cover activity pages. Students can use grease pencils or wax crayons to write on the film without marking on the original page. Marks can be erased from the laminating film by using a dry cloth or paper towel.

Dry Mounting Tissue

If an activity is made so that two pieces of paper are mounted together and later cut apart, fasten them together with dry mounting tissue rather than glue. Even if the activity is laminated, papers will tend to peel apart when cut. Using dry mounting tissue will prevent this from happening.

Lettering

An activity can be a good model for the primary child who is beginning to write if the lettering on the activity is done following the school system's adopted handwriting style. Commercially made vinyl letters and rub-on

lettering can be used on activities to produce a professional appearance.

Removing Permanent Ink from Laminated Surfaces

Writing done with permanent markers on laminated surfaces can be removed by using nail polish remover.

Spinners

To make a non-commercial spinner arrow spin easily, use a paper punch to make a hole in a poster board arrow. On top of the gameboard place a metal nut and then the arrow. Fasten arrow, nut, and gameboard together with a brass brad.

Decks of Skill Cards

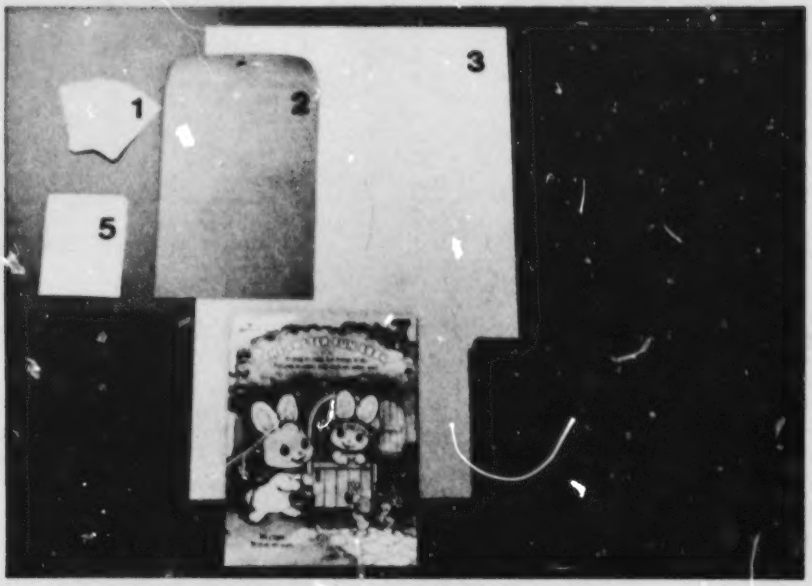
Skill cards can be quickly arranged to face in the same direction if the upper right-hand corners of the cards have been cut off.

Yarn Dispensers

Cans and plastic containers with plastic snap-on lids can be made into yarn dispensers. The ball of yarn is placed in the container and the end of the yarn is pulled through a hole which has been punched in the lid.

Answer Sheets

When constructing an activity, an answer sheet can sometimes be made. If this is available to the students after the activity is done, the students are provided with immediate information concerning their work and the instructor saves time that would otherwise be used for checking answers.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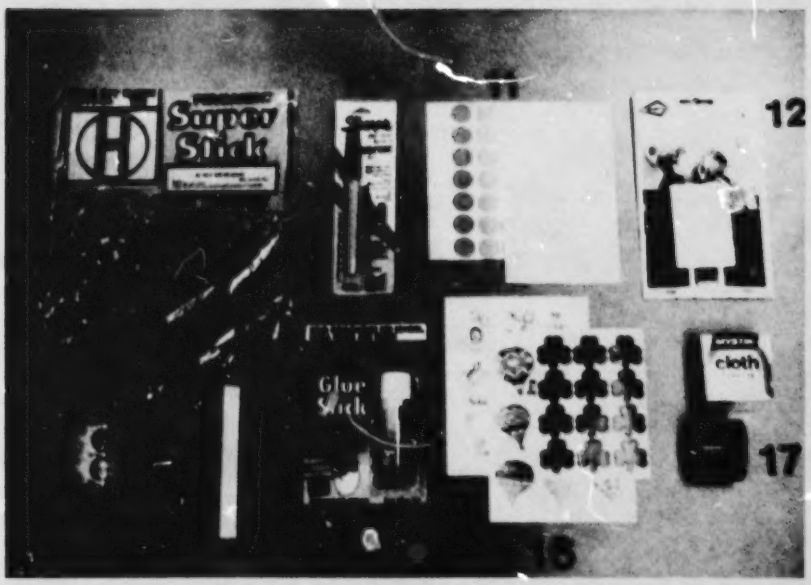
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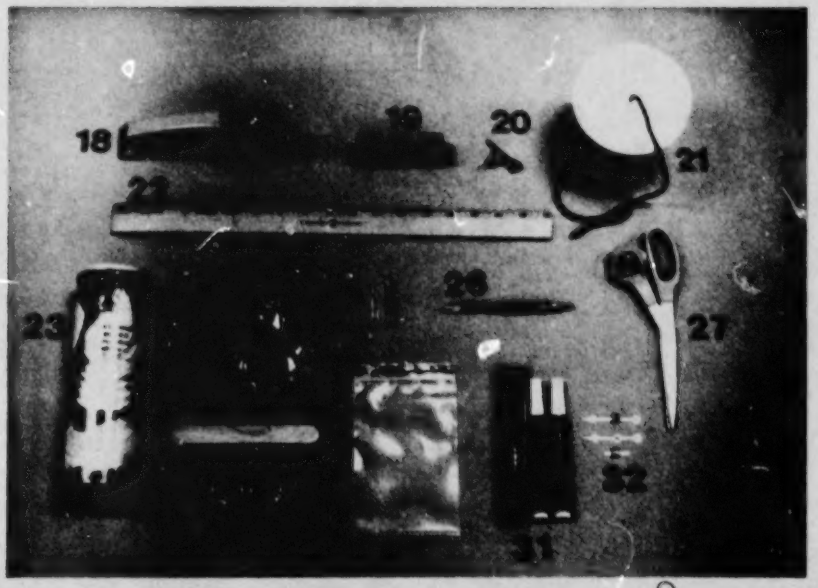
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Materials for Construction

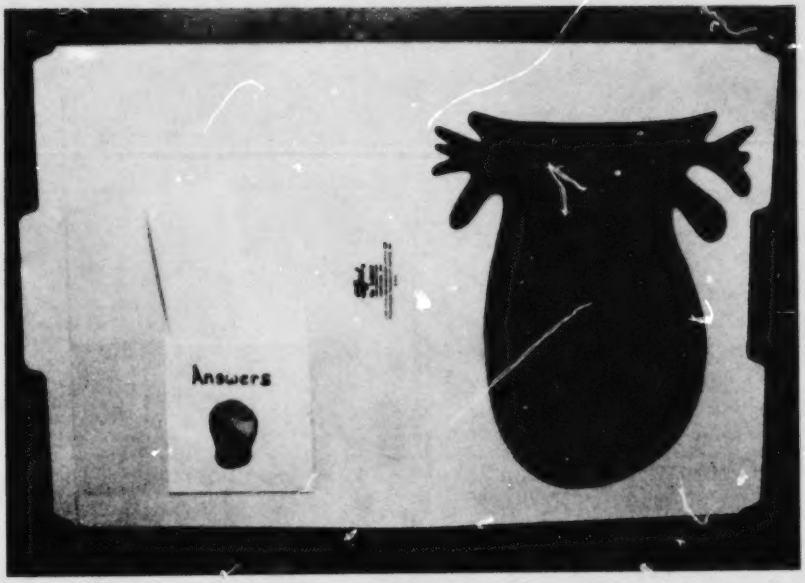
Listed below are materials that are frequently used in making educational activities.

1. Translucent cards
2. Brown envelope
3. Poster board
4. Dry mounting tissue
5. Library pocket
6. Brown paper bag
7. Commercial activity book
8. Colored file folders
9. Vinyl plastic letters and numbers
10. Sharpie fine point marker
11. Small and large self-adhesive dots, ½" and 1" diameters
12. Easy-Mount hooks
13. Rubber cement
14. Magnetic strip
15. Glue stick
16. Self-adhesive decorative stickers
17. Mystic Cloth Tape
18. Stapler
19. One-inch wooden cubes
20. Golf tees
21. Yarn (in plastic dispenser)
22. Ruler
23. Pringle can
24. Paper punch
25. Paper clips
26. Grease pencil
27. Scissors
28. Tongue depressor
29. Loose-leaf rings
30. Zip-lock plastic bag
31. Fine- and wide-tip watercolor markers
32. Metal spinners and brad

Not pictured:

Cardboard - convenient sizes and shapes include "pizza wheels" and "cakeboards" used by pizza restaurants and bakeries

Laminating film



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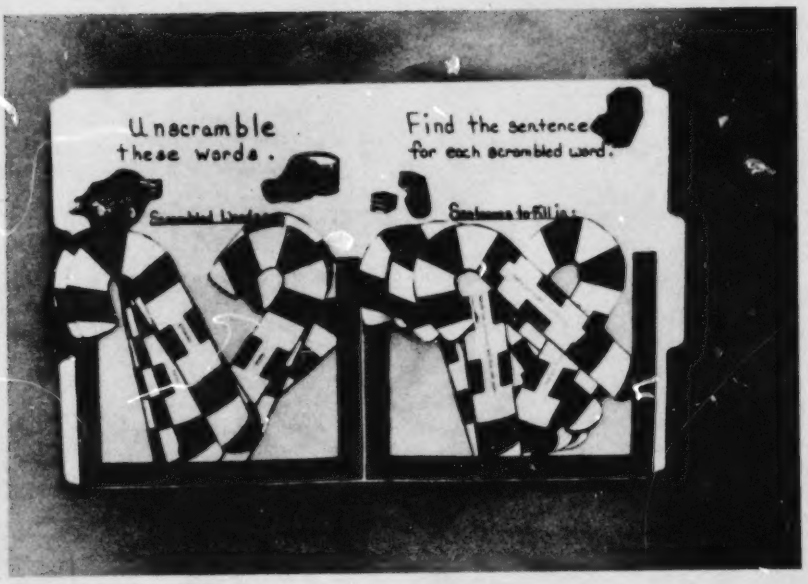


[1]
inside

Educational Activities

Pictured and described in this section are some of the activities which were used in the Basic Educational Skills Project "Make It and Take It" sessions. These sessions were conducted for parents and teachers who wished to construct educational materials which would meet needs of individual students. Those who make these activities are encouraged to think first of the educational needs of particular students and then to modify the examples to meet the identified needs and skills levels of those students.

The description of each activity includes the following sections:

Skill: The skill or area of skills that is used when doing the pictured activity is named. For most activities, changes can be made during construction to vary the difficulty of a skill or completely change the skill, such as changing a multiplication activity to an addition activity.

Materials: Materials that were used in the construction of the activity as pictured are listed. Additional information on materials can be found in the sections on "Materials for Construction" and "Construction Tips."

Directions: These are the directions for using the activity after it is constructed.

Idea Source/Additional Information: This section is included for some activities. Listed references contain the original idea from which the pictured activity was adapted and/or information which might be useful for constructing a similar activity. The capital letters in the references correspond to the lettering of the books that are listed in the section, "Resource Books."

[1] CH-H-H DEER!

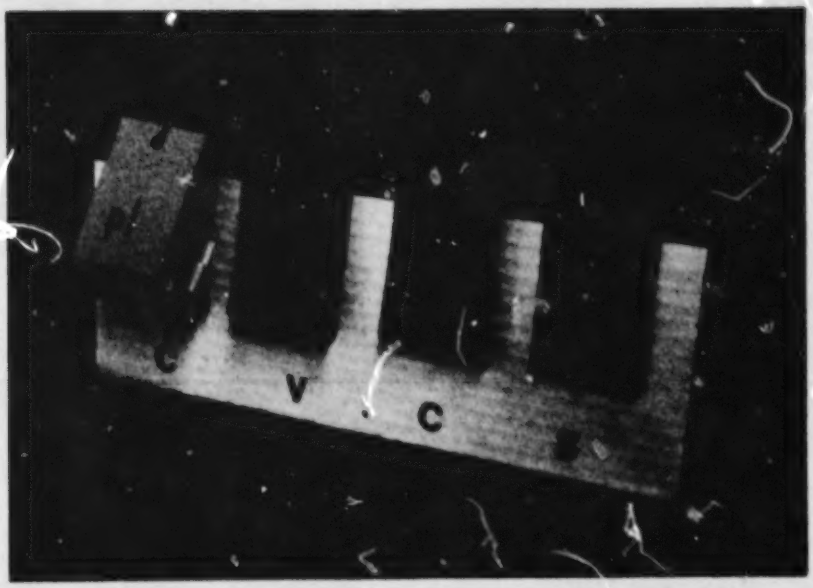
Skill: Spelling, vocabulary practice

Materials: folder, construction paper, decorative stickers, markers, used laminating film, Mystic Cloth Tape, library pocket, glue stick

Directions:

1. The student unscrambles the words written on the candy canes.
2. The unscrambled words are used to complete the sentences.

Idea Source/Additional Information: B., p. 51.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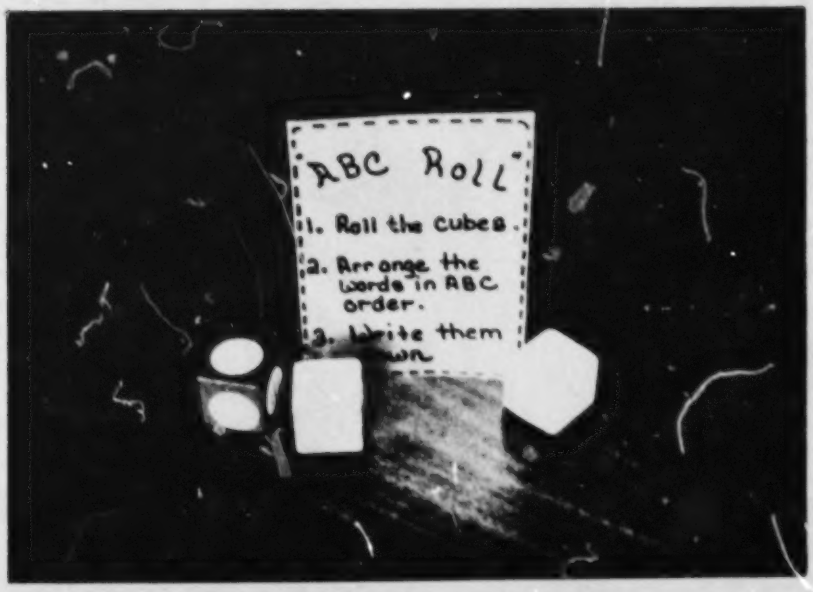
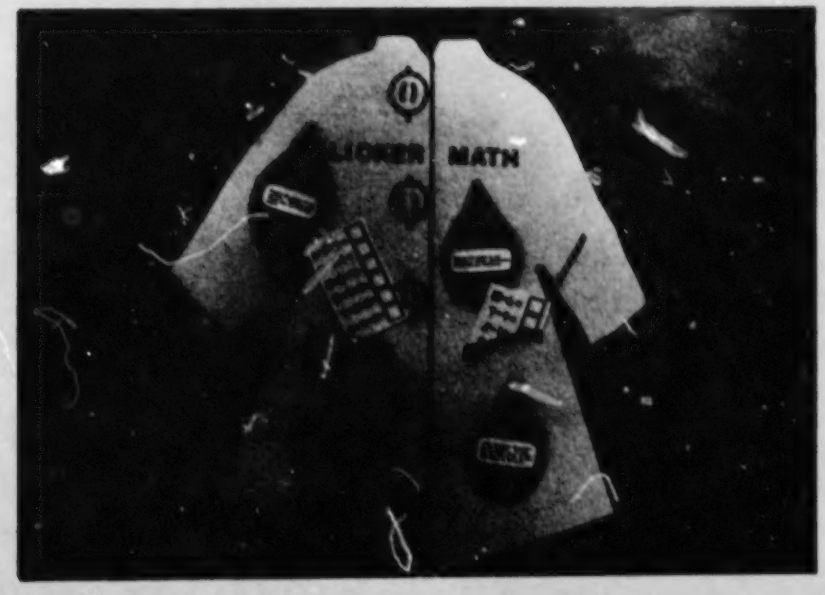

ABC Roll
1. Roll the cubes.
2. Arrange the words in ABC order.
3. Write them

[3]


LIONEL
MATH

[4]

[2] CONSONANT-VOWEL-CONSONANT-SUFFIX

Skill: Building new words

Materials: cakeboard, 4 loose-leaf rings, poster board, vinyl letters, paper punch, Mystic Cloth Tape

Directions:

1. The student uses the consonant-vowel-consonant pattern to build a word.
2. To provide for differences in student learning levels, a blank card is included in the suffix column to make the use of suffixes optional.

Idea Source/Additional Information: L., p. 52.

[3] ABC ROLL

Skill: Alphabetizing

Materials: small zip-lock bag, poster board, three 1" wooden cubes, markers, 3/4" dots

Directions:

1. The instructor writes or types one word on each dot. Dots are put on each side of all cubes.
2. The player rolls the word cubes and arranges the top words in alphabetical order.
3. The player records his/her alphabetized words.

[4] SLICKER MATH

Skill: Addition, subtraction

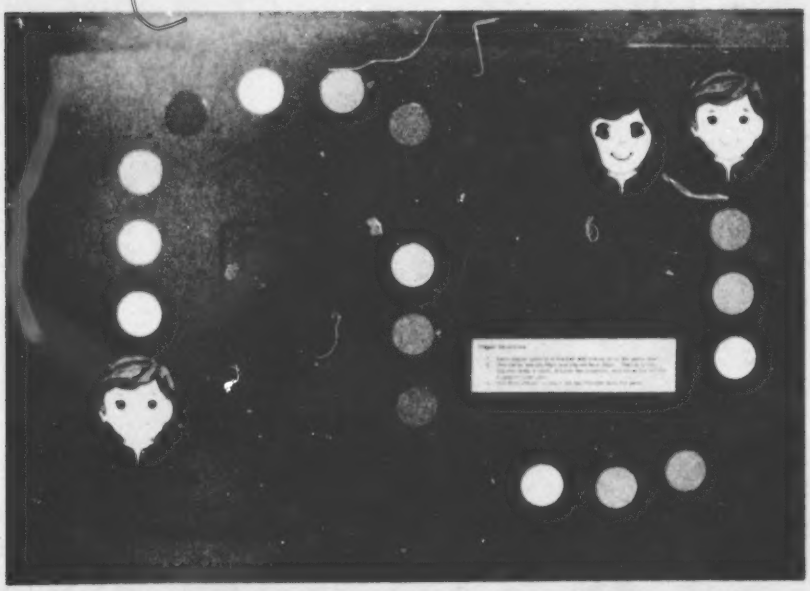
Materials: poster board, magnetic strip, markers, glue stick

Directions:

1. The instructor will need to provide the set of task cards which are attached to the slicker.
2. Students choose task cards to complete.

Idea Source/Additional Information: A., p. 90.

[5]



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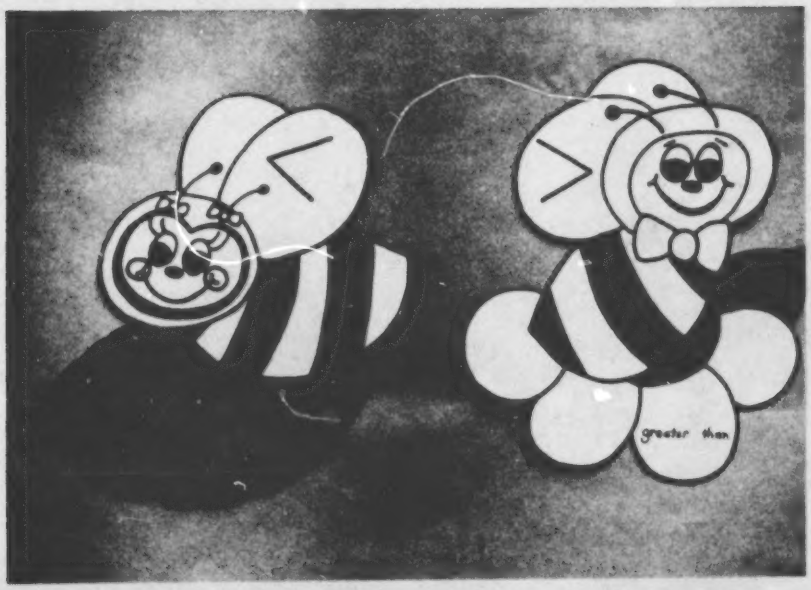

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[5] WHAT'S BUGGING YOU?

Skill: Problem solving, human relations

Materials: poster board, construction paper, markers

Directions:

1. The instructor displays the "What's Bugging You?" poster and explains to students that they may air their feelings by writing their complaints and attaching them to the poster.
2. The instructor and the students discuss the problems and plan possible solutions.

Idea Source/Additional Information: L., p. 42.

[6] FRIENDSHIP GAME

Skill: Oral language

Materials: poster board, markers, decorative pictures, large colored dots, glue stick

Directions:

1. Players select markers and place them on the first dot above the single boy.
2. Players take turns drawing cards, answering the questions, and moving the number of spaces indicated.

Example card:

While you are playing baseball, a friend throws the ball through a neighbor's window. Everybody runs and hides. Tell what you think the players should have done and move two spaces.

3. The first player to reach the two friends wins the game.

Idea Source/Additional Information: Q., p. 20.

[7] CHALKBOARD BEES

Skill: Comparing numbers

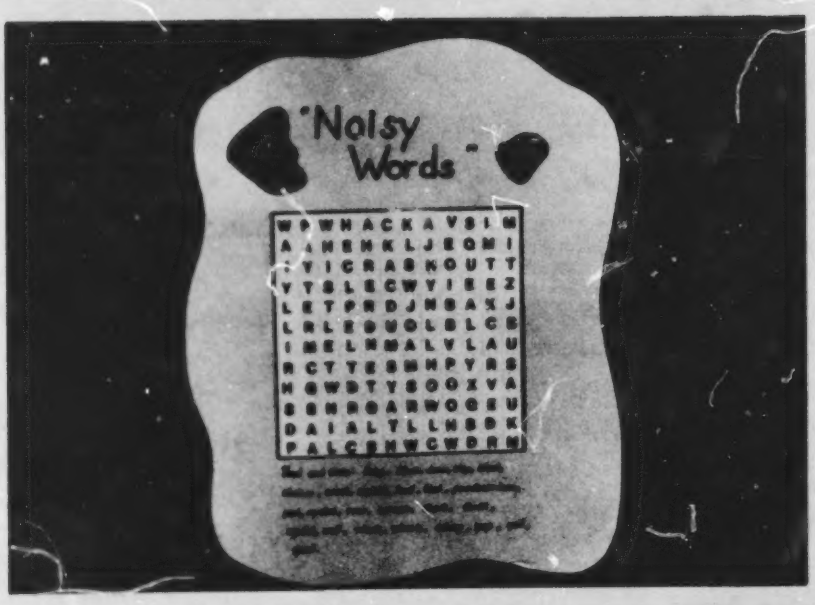
Materials: poster board, magnetic strip, markers

Directions:

1. Each bee has a magnetic strip on the back so that it will stick to a magnetic chalkboard.
2. The instructor or student writes two numbers on the chalkboard and inserts the bee with the correct sign between the two numbers.

Idea Source/Additional Information: [illegible]., pp. 10-13.

[8]
back



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front

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[8] NOISY WORDS

Skill: Visual discrimination

Materials: poster board, vinyl letters, markers, grease pencil, glue stick, decorative picture, laminating film

Directions:

1. The students with the instructor read through the list of noisy words underneath the word search.
2. Using a grease pencil, students draw a ring around each noisy word that is located in the word search.

Idea Source/Additional Information: "Bright Ideas," Edith Valway, Instructor, Vol. 91, No. 4 (November/December 1981), p. 116.

[9] CHRISTOPHER COLUMBUS

Skill: Social studies center designed to create interest in Columbus Day

Materials: 2 cakeboards, Mystic Cloth Tape, markers, construction paper, glue stick

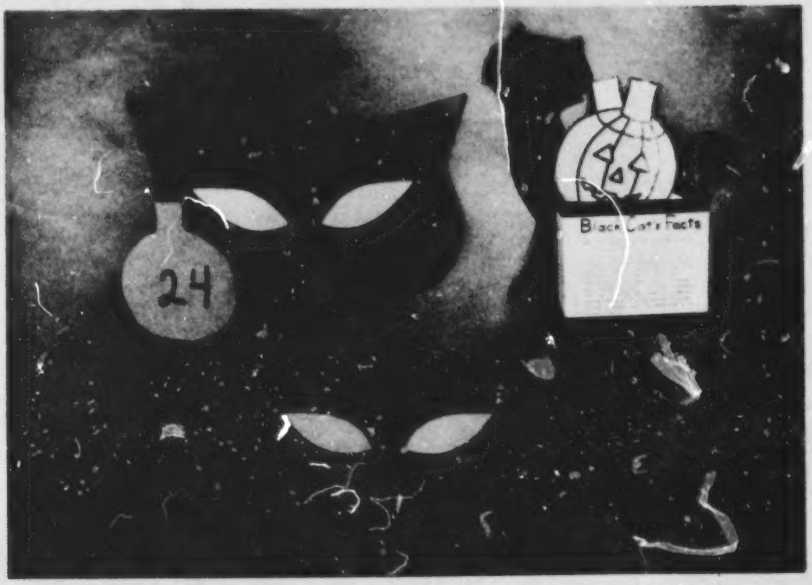
Directions (Primary Activity):

1. The instructor reads the book, Let's Find Out About Christopher Columbus, to the students to stimulate interest.
2. Students discuss Columbus's three ships and how they differ from the ships of today.
3. Three large cardboard boxes and art supplies are provided by the instructor to enable students to make the Nina, the Pinta, and the Santa Maria. The class is divided into three groups. Each group is responsible for making one ship.
4. The completed ships are placed in a quiet corner for the students to sit in while reading books about Columbus.

Directions (Intermediate Activities):

1. The instructor reads a story to the students about the voyages of Christopher Columbus. Following a discussion of the story, the students are divided into three groups and are assigned one of the following activities:
   a. Make a list of supplies and food that were necessary for the voyages.
   b. Write a list of rules for the sailors.
   c. Draw and color a chart of the voyages of Columbus. (Use the overhead projector and transparencies.)
2. The instructor makes a word search puzzle containing words related to Columbus for students to work.

Idea Source/Additional Information: Q., pp. 37-39; Let's Find Out About Christopher Columbus by Charles and Martha Shapp (New York: Franklin Watts, Inc., 1964).



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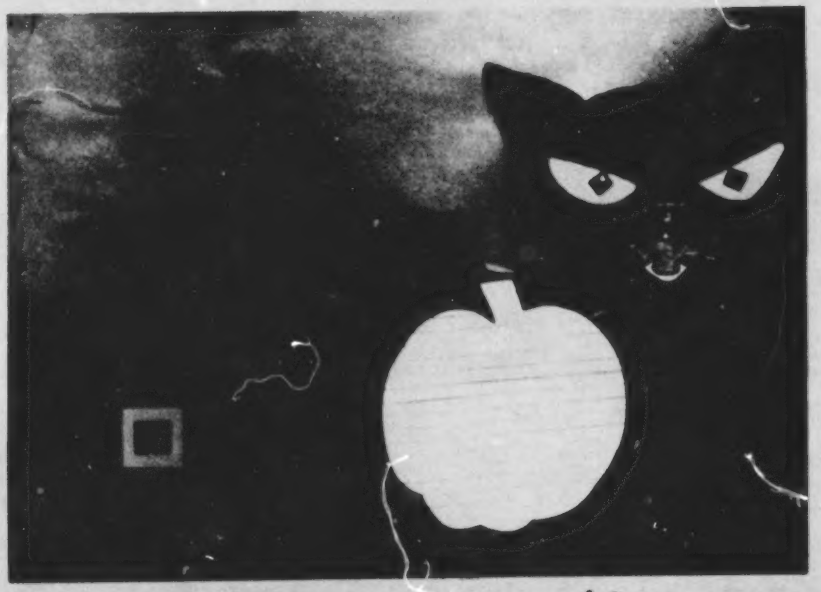


[12]

[10] BLACK CAT'S FACTS

Skill: Producing different basic fact names for the same number

Materials: construction paper, small box, Mystic Cloth Tape, glue stick, markers

Directions:

1. The instructor creates a set of number cards.
2. The leader holds up a number card.
3. Two players take turns bidding how many number names they can write for that number until one player says, "Name that fact."
4. The other player must then write down as many number names as was last bid.
5. If the player correctly completes the task, he/she receives the same number of points as number names bid.

Idea Source/Additional Information: U., p. 14.

[11] CANDY MATCH-UP

Skill: Visual discrimination

Materials: construction paper, markers, Trick-or-Treat bag

Directions:

1. The student empties the bag of paper candy onto the table.
2. The student sorts the candy into pairs that are alike.

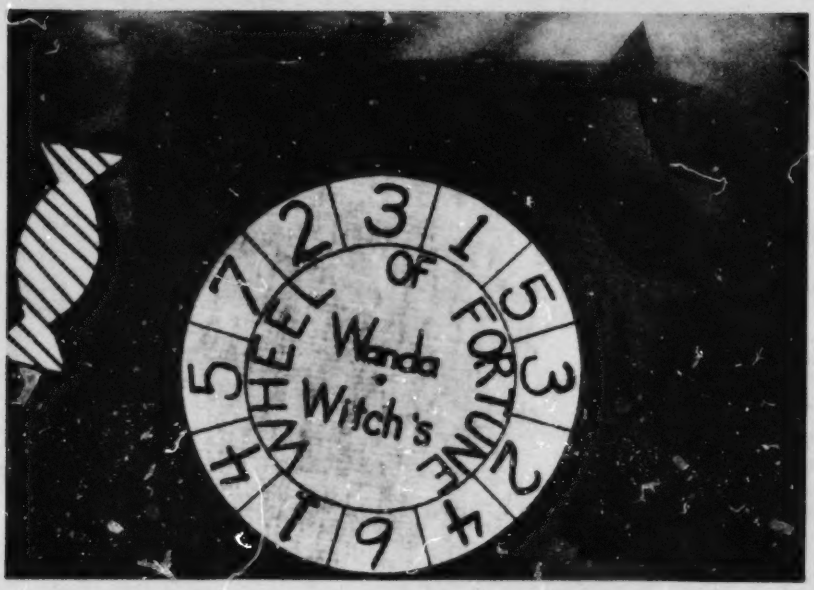
[12] SHAPE BOOKS

Skill: Motivation to participate in a variety of writing activities

Materials: construction paper, markers, writing paper, stapler

Directions:

1. Shape books may be designed to fit current classroom activities or individual interests.
2. The use of a shape book is limited only by the user's imagination For example, students may choose to keep diaries or write stories or use shape books for daily work.


WHEEL of FORTUNE
Wanda Witch's
7 2 3 1 5 3 2 4 9 1 4 5

[13]

Directions
Look at the number on each feather. Decide if the number is odd or even. Place each feather onto the correct odd or even turkey.
"Lets talk turkey!"
Playing Cards

[14]

Tornado
Foggy

[15]

[13] WANDA WITCH'S WHEEL OF FORTUNE

Skill: Addition, subtraction, multiplication, division

Materials: poster board, pizza wheel, brad, markers, Trick-or-Treat bags, Mystic Cloth Tape, construction paper

Directions:

1. Two to four players may play.
2. The first player spins the wheel to find out how many flashcards to answer. (The ghost points to the number.)
3. Correctly answered cards are put in the player's treat bag.
4. The same player spins again if all cards are answered correctly.
5. When an incorrect answer is given, the next player takes a turn.

Idea Source/Additional Information: U., p. 15.

[14] LET'S TALK TURKEY

Skill: Distinguishing between odd and even numbers

Materials: poster board, construction paper, markers, library pocket, vinyl letters, decorative sticker, glue stick

Directions:

1. The student looks at one feather at a time.
2. The student decides if the number on the feather is odd or even and places the feather on the correct odd or even turkey.

Idea Source/Additional Information: C., pp. 95-96.

[15] WEATHER WHEEL

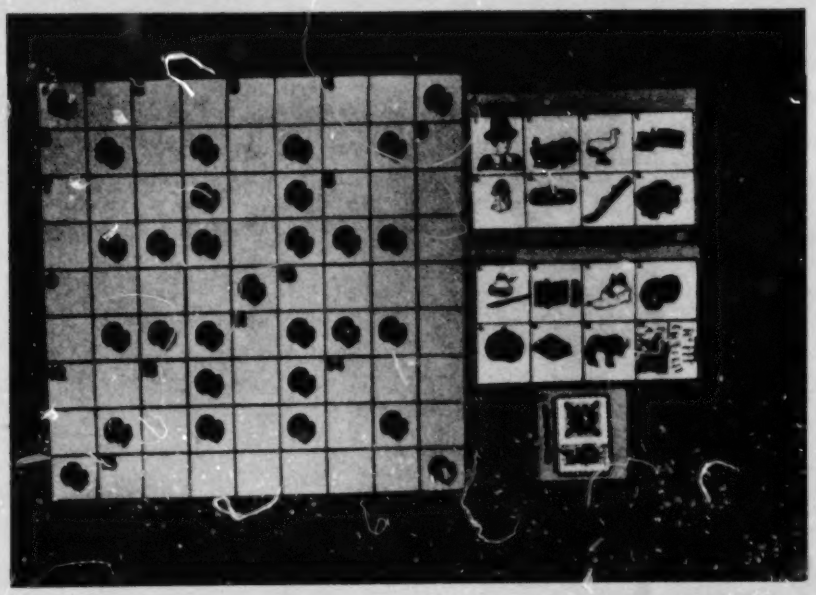
Skill: Weather awareness

Materials: pizza wheel, construction paper, brad, markers, glue stick

Directions:

1. On a daily basis, students take turns describing in their own words what the weather is like.
2. Students move the arrow to the label that best describes the weather.

Idea Source/Additional Information: L., p. 106.



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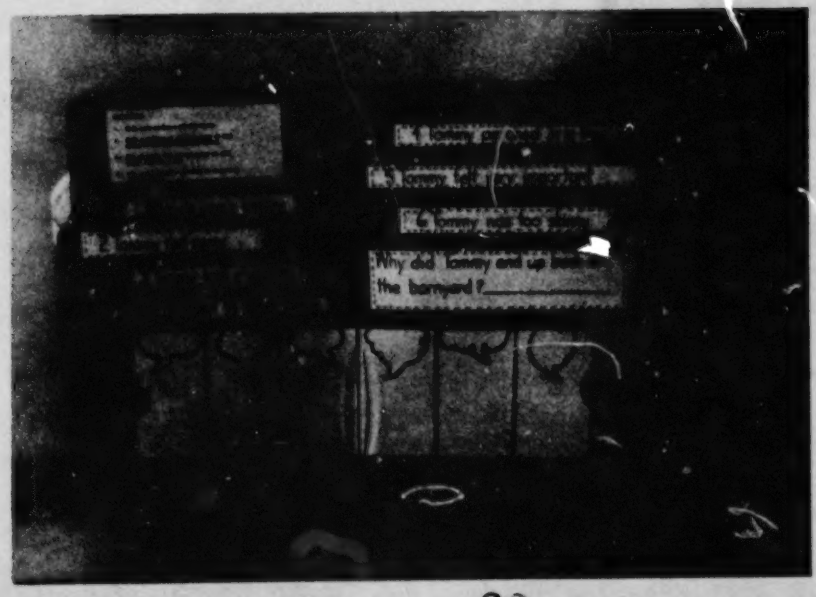


[18]

[16] TURKEY TIME CROSSWORD PUZZLE

Skill: Building vocabulary

Materials: stickers, vinyl numbers, poster board, markers, pictures, glue stick, grease pencil, laminating film

Directions:

1. Students use the pictures as clues in working the crossword puzzle.
2. Answers are recorded on the puzzle with a grease pencil.

Idea Source/Additional Information: L., p. 181.

[17] SEQUENCE TURKEY

Skill: Sequencing numbers

Materials: poster board, construction paper, markers, glue stick

Directions:

1. The instructor will need to provide a set of numeral cards.
2. The student arranges the cards in a sequence pattern.

[18] TOMMY TURKEY

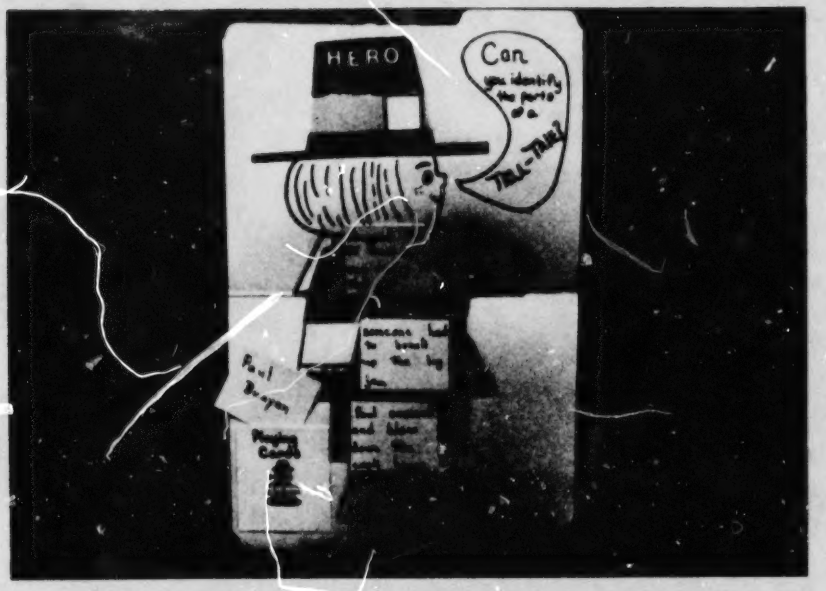
Skill: Sequencing sentences and pictures

Materials: colored folder, construction paper, decorative stickers, brown envelope, markers, glue stick, laminating film, grease pencil

Directions:

1. The instructor reads the story, "Tommy Turkey," to students.
2. The student reads each activity sentence and draws a cartoon for each one.
3. The student puts the pictures in the order they happened and adds conversation or captions.

Idea Source/Additional Information: K., pp. 64-65.



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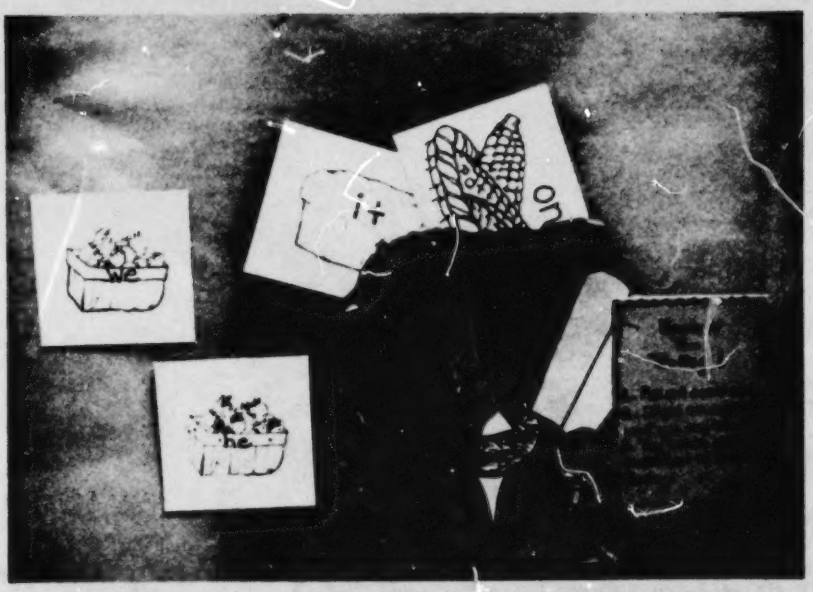

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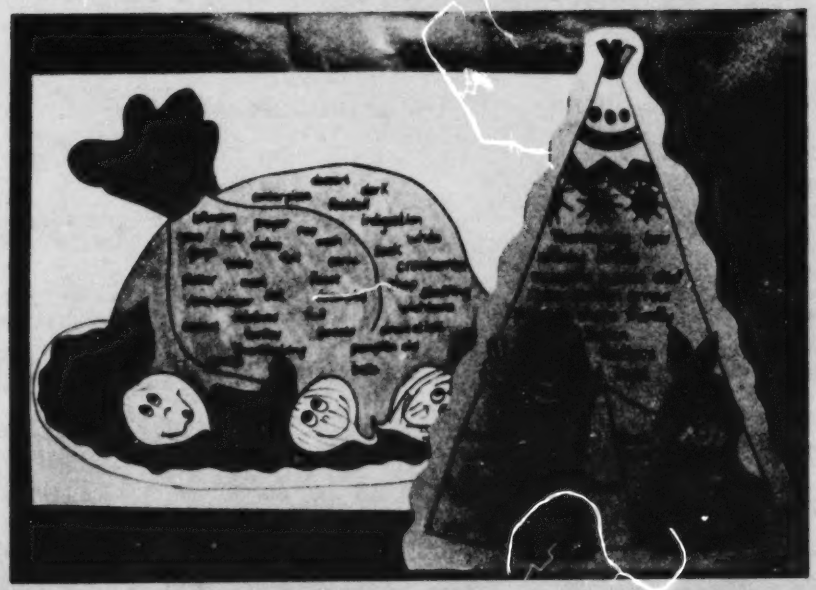


[21]

[19] TALL-TALES

Skill: Reading comprehension

Materials: colored folder, poster board, markers, library pocket, glue stick, construction paper, decorative sticker, magnetic strip, vinyl letters, Tall-tales library book

Directions:

1. The instructor or the students read a tall tale.
2. Using this story, the instructor creates a card set which illustrates each of the following elements in a tall tale:
   a. Hero
   b. Exaggeration
   c. Hardships to overcome
   d. Humor
3. The student matches the card to the element it illustrates.

Idea Source/Additional Information: T., p. 89.

[20] UNSTUFF TOM TURKEY!

Skill: High frequency words for kindergarten

Materials: brown paper bag, construction paper, markers, poster board, stapler, glue stick

Directions:

1. The student draws a word card from the turkey.
2. If the student can say the word, he/she may keep it.
3. Students try to take all the "stuffing" out of Tom Turkey.

[21] WORD BANK
(Two word banks are pictured)

Skill: Creative writing

Materials: poster board, markers

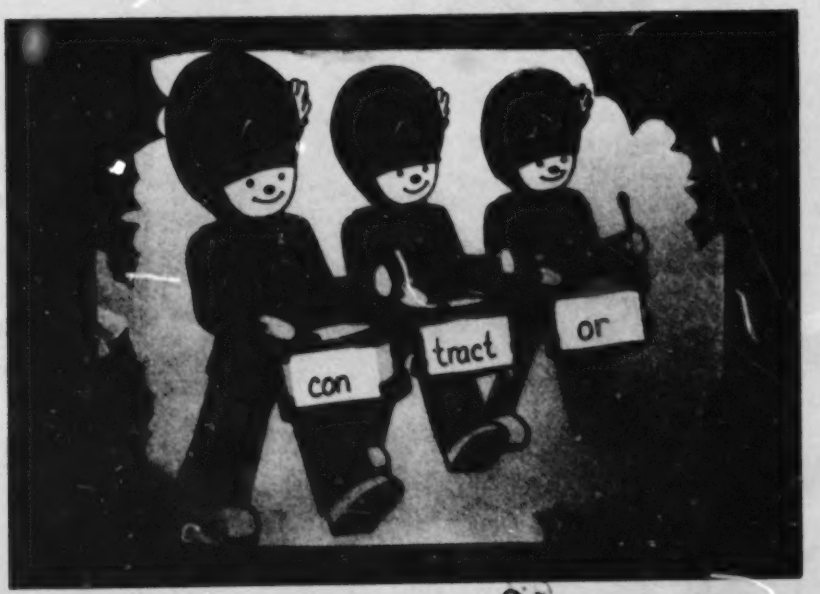
Directions:

1. Students read with the instructor the words written on the turkey or the teepee.
2. Students use any of these words along with the Thanksgiving theme to create a story.
3. The instructor can give students the opportunity to share their stories with one another.

Idea Source/Additional Information: D., pp. 17-18.

[22]

[23]



[24]

[22] FREDDIE FIR

Skill: Creative writing

Materials: cakeboard, poster board, used laminating film, vinyl letters, decorative picture, glue stick, Mystic Cloth Tape, Freddie Fir story and work page, markers

Directions:

1. The instructor reads to the class or has the students read the story, "Freddie Fir."
2. Students compose the story's ending.
3. Students share their writing.

Idea Source/Additional Information: K., p. 80-81.

[23] M...M...M...GOOD

Skill: Following directions, measuring, observing changes

Materials: cakeboard, decorative picture, paper clip, construction paper, poster board, Mystic Cloth Tape, markers, yarn, glue stick

Directions:

1. M...M...M...Good is designed to be used as a cooking center.
2. The instructor will need to provide recipes, ingredients, and cooking utensils.
3. Students may choose a recipe to prepare.

[24] DRUMMER BOYS

Skill: Prefixes, root words, suffixes

Materials: poster board, construction paper, translucent cards, markers, glue stick

Directions:

1. The instructor provides a set of cards which contain prefixes, root words, and suffixes.
2. The student sorts the cards into the three categories.
3. The student builds as many words as he/she can using the cards.

Idea Source/Additional Information: Lists of prefixes, root words, and suffixes are contained in X., pp. 212-234.

[25]

[26]

[27]

[25] VOWEL TREE

Skill: Long and short vowel recognition

Materials: poster board, markers, glitter, vinyl letters, magnetic strip

Directions:

1. The vowel tree is divided into two sections. The left side is made up of long vowels and the right side is made up of short vowels.
2. Students sort through the Christmas ornament word cards and place each word on its vowel sound. (Each ornament and each vowel sound has a small piece of magnetic strip which fastens the ornament to the tree.)

[26] ADD UP SANTA'S TOYS

Skill: Addition

Materials: vinyl letters, brown sack, poster board, pictures, markers, Christmas wrapping paper with pictures of toys, glue stick

Directions:

1. Students take turns drawing cards out of Santa's bag.
2. If the student can answer the addition problem correctly, he/she may keep the card.

[27] GINGERSNAP

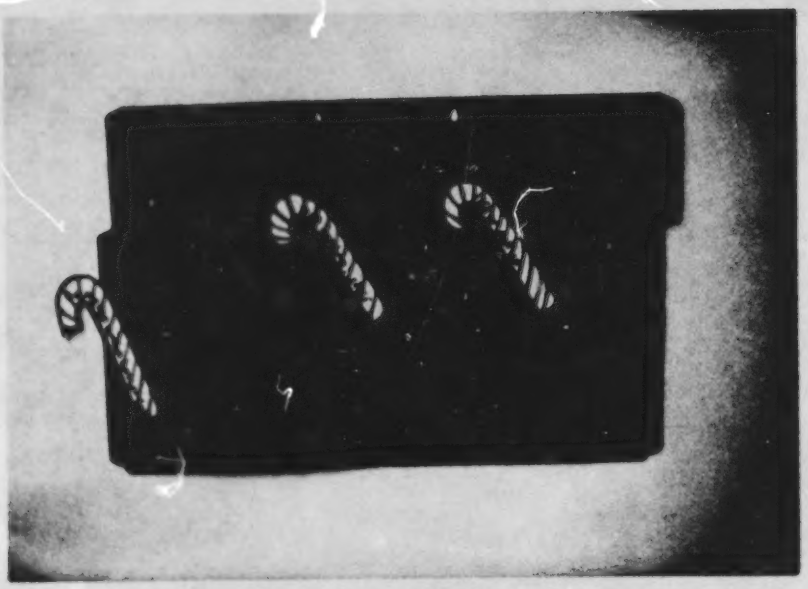
Skill: Building new words

Materials: posterboard, used laminating film, colored folder, vinyl letters, Mystic Cloth Tape, glue stick, decorative pictures, markers, construction paper

Directions:

1. Each cookie contains one letter from the word, "gingersnap."
2. The student rearranges the cookies to form as many different words as possible.
3. The student keeps a record of all the words he/she can make.

Idea Source/Additional Information: A., p. 75.



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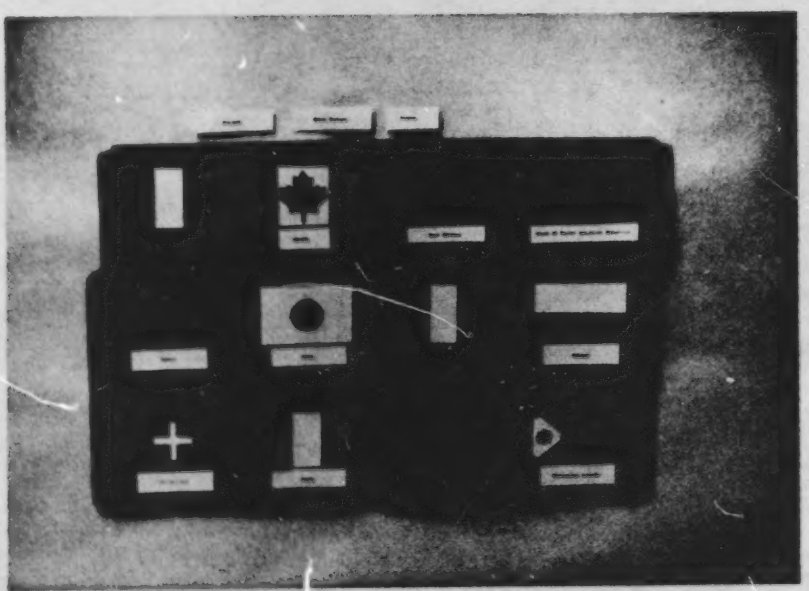


[30]

[28] STOCKING STUFFERS

Skill: Word meanings, using the dictionary

Materials: folder, construction paper, glitter, markers, library pocket

Directions:

1. The student matches the word on the stocking with the definition on the candy cane.
2. A dictionary may be used to find or check answers.

[29] PLACE VALUE TOADS

Skill: Place value

Materials: poster board, markers, paper punch, translucent cards, three Easy Mount hooks

Directions:

Students arrange number cards on the place value toads to make 1-, 2-, and 3-digit numbers.

Idea Source/Additional Information: L., p. 73.

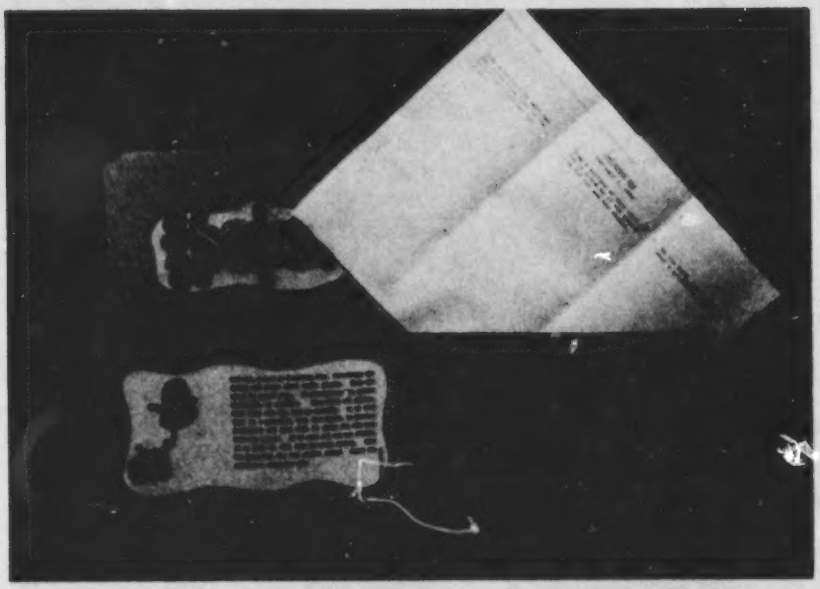
[30] FLAG AND COUNTRY MATCH-UP

Skill: Recognition of national flags

Materials: folder, markers, magnetic strip, construction paper, vinyl letters

Directions:

1. The instructor will need to provide books which contain information about each country and its flag.
2. Students match the country and its flag.



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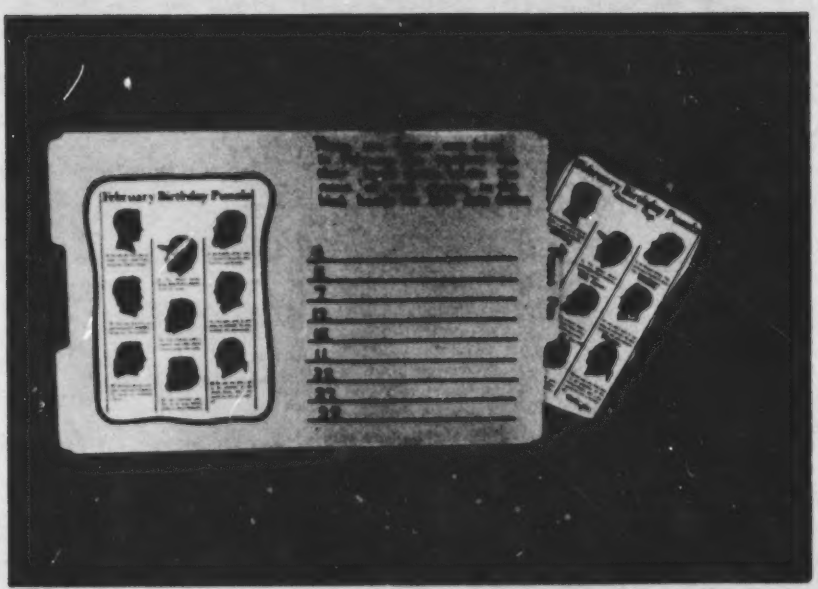

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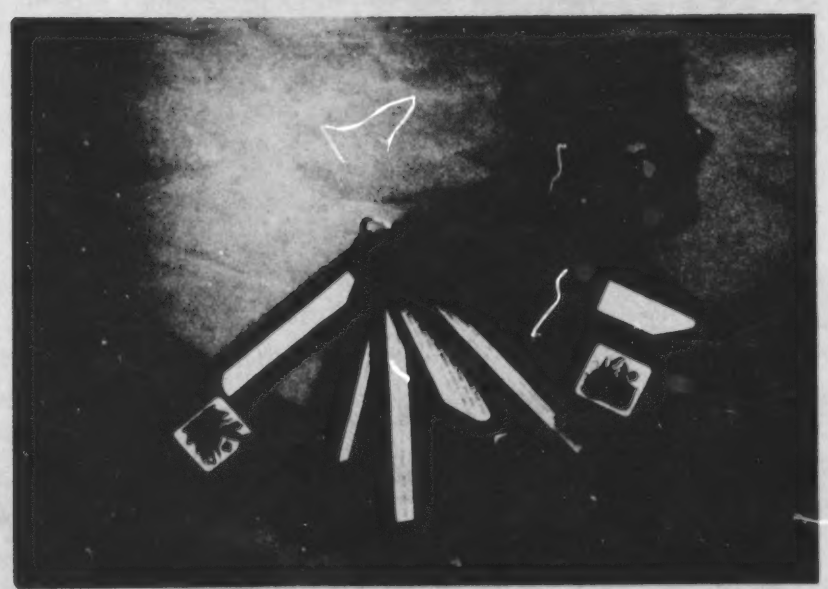

[33]

[31] GROUNDHOG WORKERS

Skill: Applying Groundhog Day information

Materials: colored folder, brown envelope, worksheet, vinyl letters, decorative pictures, markers, glue stick

Directions:

The instructor provides a worksheet with three activities for students to do.

Example activities:

a. Write down three facts about groundhogs.
b. Draw a picture of the kind of day you hope it will be this Groundhog Day.
c. Draw a picture of something and its shadow on a sunny day.

Idea Source/Additional Information: B., p. 147.

[32] FAMOUS MEN

Skill: Using reference materials

Materials: colored folder, vinyl letters, brown envelope, markers, glue stick, construction paper, Famous Men activity page

Directions:

1. The silhouettes are of famous men who were born in February. The numbers are their birthdates.
2. Using reference books provided by the instructor, the student identifies each silhouette and writes the name of each person in the blank beside his birthday.

Idea Source/Additional Information: "February Birthday Puzzle," Children's Digest, Vol. 31, No. 304 (February 1981), p. 36.

[33] GEORGE'S HATCHETS

Skill: Using reference materials

Materials: poster board, loose-leaf ring, paper punch, glue stick, markers, decorative stickers

Directions:

1. "George's Hatchets" is a set of task cards designed to help students learn more about George Washington. In some cases the instructor may need to supply students with special material such as library books.
2. The student can select a task card to complete.

(continued at top of page 31)

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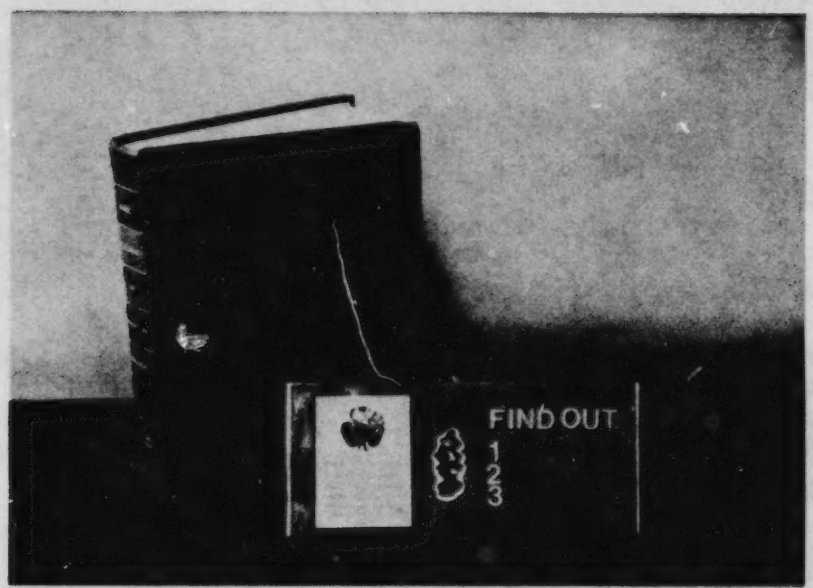

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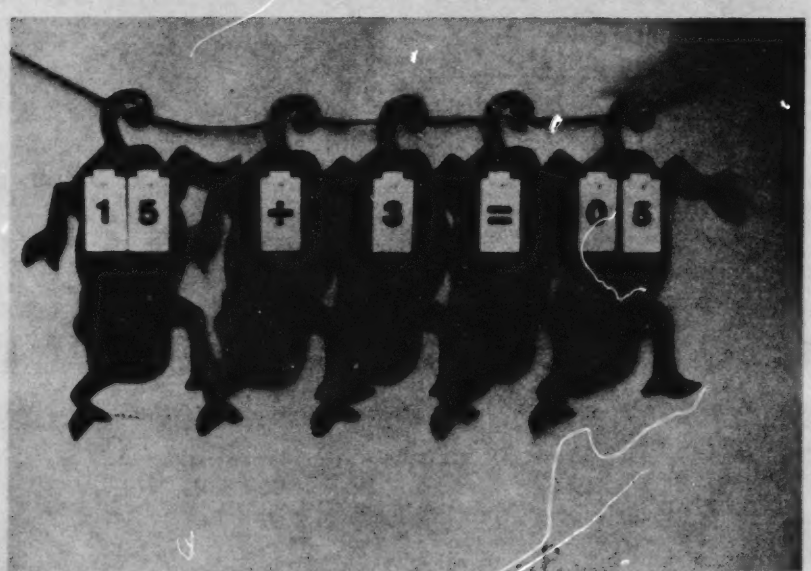

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Example cards:

a. Draw a picture of George Washington and his family.
b. Find a poem about George Washington. Memorize the poem and share it with a friend.

Idea Source/Additional Information: B., p. 234.

[34] HONEST ABE

Skill: Thinking skills

Materials: poster board, construction paper, glue stick, paper punch, loose-leaf ring

Directions:

1. The instructor will need to create a set of tasks for the student to work about Abraham Lincoln. For example:

   Name three events that took place during Abraham Lincoln's life and tell why they were important to him.

2. The instructor will need to supply students with materials to complete the tasks.

Idea Source/Additional Information: B., p. 206.

[35] FIND OUT...

Skill: Defining words, using the dictionary

Materials: tagboard, construction paper, markers, decorative stickers, glue stick, vinyl letters, dictionary

Directions:

1. The student uses a dictionary to look up the meaning of each word given in the activity.
2. The student writes the definition using the first entry in the dictionary.

Idea Source/Additional Information: A., p. 17.

[36] MONKEY TAILS

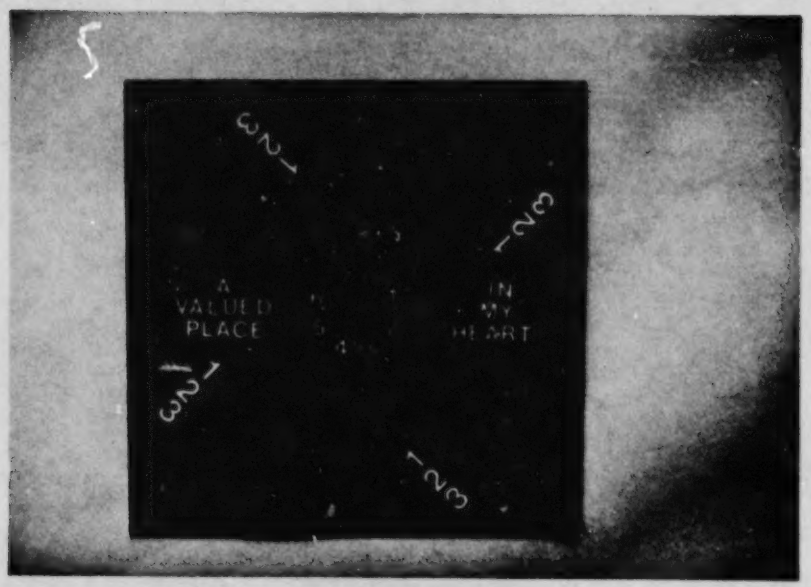
Skill: Addition, subtraction, multiplication, division

Materials: poster board, Easy Mount hooks, translucent cards, vinyl letters, yarn, paper punch, markers

Directions:

1. The student or instructor creates a problem using the number cards on the monkeys.

(continued at top of page 33)



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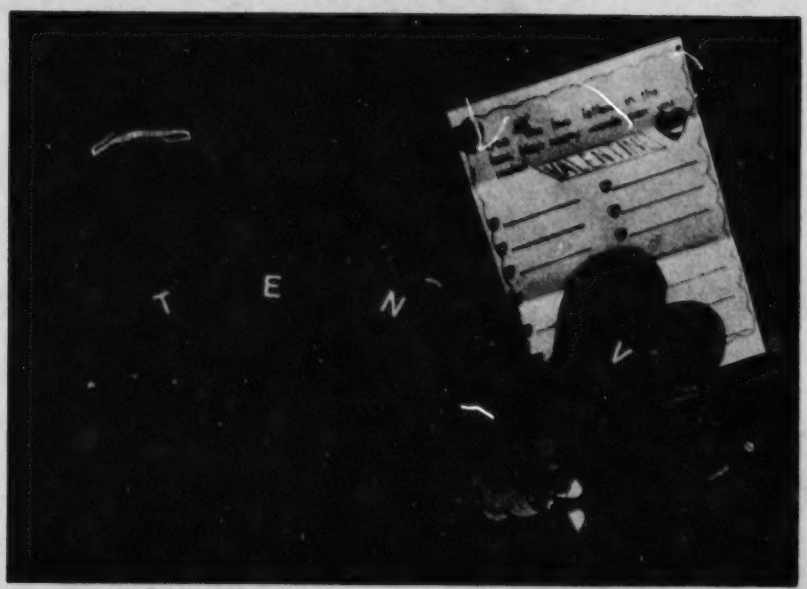

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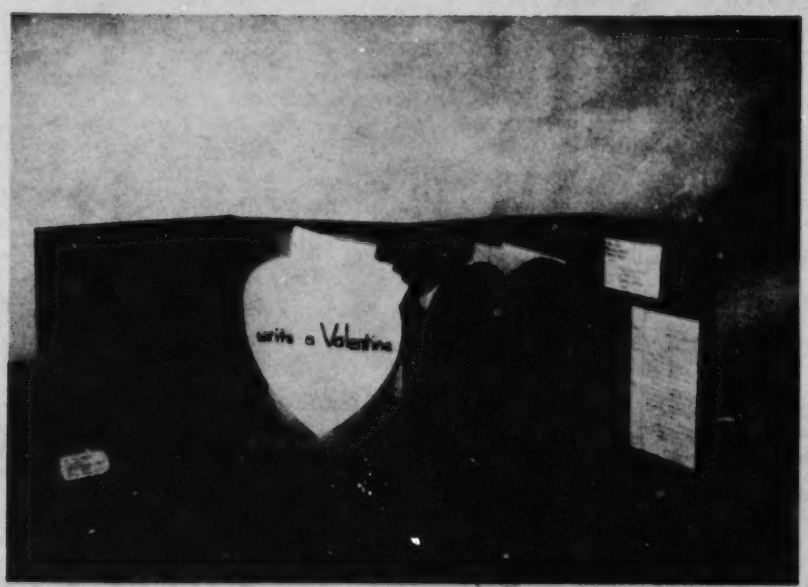

[39]

32

2. The student solves the problem and displays the answer.
3. New problems are built and solved.

Idea Source/Additional Information: L., p. 73.

[37] A VALUED PLACE IN MY HEART

Skill: Place value

Materials: poster board, spinner, brad, laminating film, vinyl letters, markers, grease pencil

Directions:

1. Two to four players take turns spinning the spinner.
2. Each player writes the number that the spinner stops on in any space on his/her line 1. Lines 2 and 3 are played the same way.
3. When all spaces are filled, the person who has written the largest number is the winner.

Idea Source/Additional Information: B., p. 182.

[38] CUPID'S HEART

Skill: Spelling, building new words

Materials: small brown envelope, activity page, vinyl letters, construction paper, decorative sticker, markers, poster board, glue stick

Directions:

1. The student arranges the letter hearts to spell "valentine."
2. Using the letters in "valentine," the student sees how many different words he/she can make.
3. Each new word is recorded on the "love letters" answer sheet.

Idea Source/Additional Information: B., pp. 190-191.

[39] HEART STRING

Skill: Composing a friendly letter

Materials: poster board, Mystic Cloth Tape, markers, example pages: "How to Address an Envelope" and "Friendly Letter Form," glue stick, construction paper, yarn, heart stickers

Directions:

1. The instructor will need to provide cards with names and addresses of people known by students.
2. The student pulls out a Heart String and reads the card.

(continued at top of page 35)

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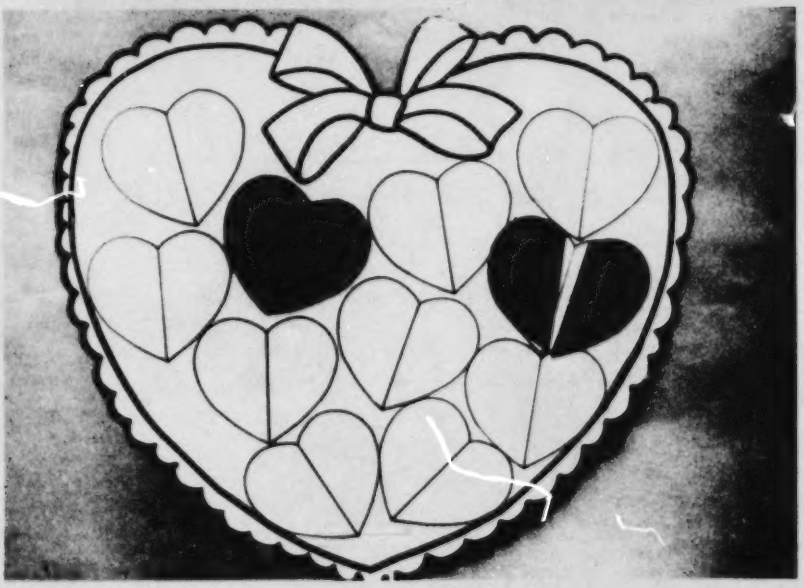

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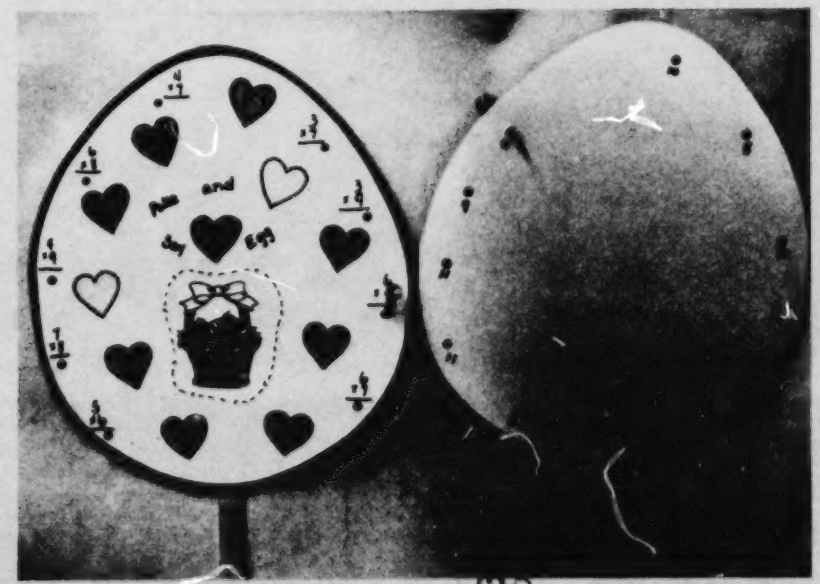


[42]

3. The student composes a letter to the person on the Heart String and addresses the envelope.

Idea Source/Additional Information: B., p. 172.

[40] HEART SPILL

Skill: Contractions

Materials: Pringle can, vinyl letters, construction paper, yarn, stickers, poster board

Directions:

1. The student spills the hearts on the table.
2. The words and contractions are matched.
3. The student records the matching pairs.

Idea Source/Additional Information: B., p. 181.

[41] BROKEN HEARTS

Skill: Addition facts

Materials: poster board, Mystic Cloth Tape, used laminating film, markers

Directions:

1. The student makes a whole heart by matching two halves that have the same answer.
2. The student records the answers.

Idea Source/Additional Information: B., pp. 174-175.

[42] POKE & SAY EGGS

Skill: Multiplication

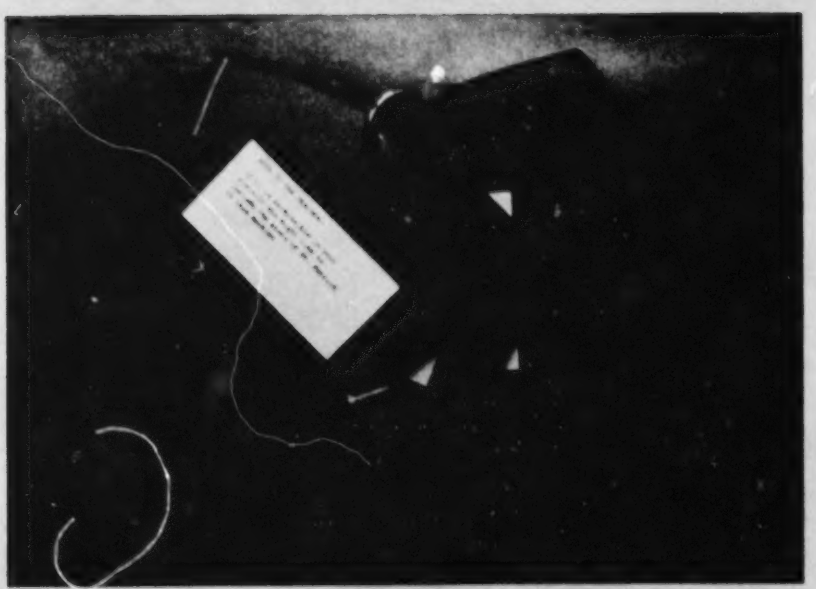
Materials: poster board, tongue depressor, decorative pictures, glue stick, Mystic Cloth Tape, markers, paper punch, golf tee

Directions:

1. Player one holds the egg with the problems facing him/her. Player two is seated on the opposite side, where the answers are located.
2. Player one pokes the golf tee through the hole and computes the problem.
3. Player two tells player one if he/she has answered correctly.

(One person can use this as a self-checking activity.)

[43]



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[43] GREEN GRAPHERY

Skill: Graphing

Materials: tagboard, construction paper, brown envelope, markers, glue stick, St. Patrick's Day stickers

Directions:

1. The instructor will need to provide problems for the shamrock task cards, such as, "Count the numbers of classmates with red, brown, blond, and black hair. Record your findings on graph paper."
2. The student chooses a task card to complete.

Idea Source/Additional Information: A., pp. 20-21.

[44] IRISH HATS

Skill: Using reference materials

Materials: poster board, glue stick, markers, loose-leaf ring

Directions:

The instructor will need to create a set of tasks which the student can work about Ireland.

Example tasks:

a. Find a short story about Ireland. Share it with a friend.
b. What is the Blarney Stone?

Idea Source/Additional Information: A., p. 2.

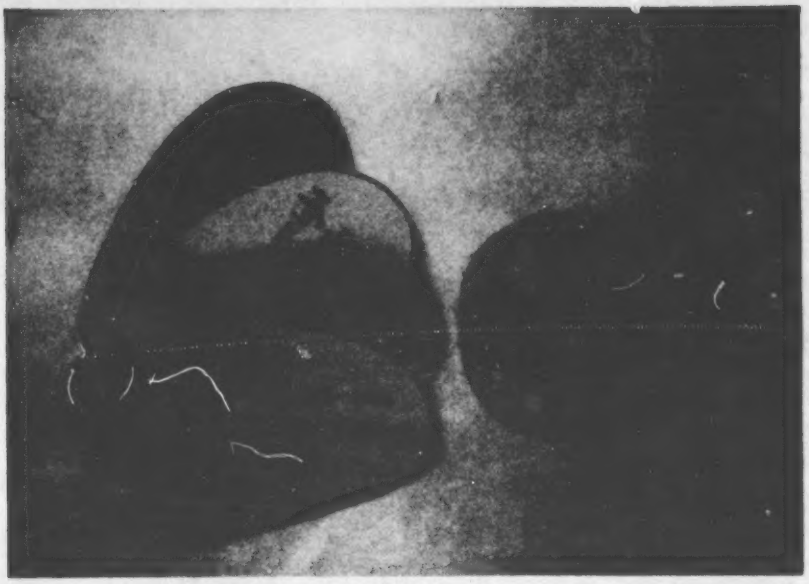
[45] CHINESE AQUARIUM

Skill: Suffixes: er, ly, able, ing, ed, tion

Materials: poster board, markers, brown envelope, glue stick

Directions:

1. Players take turns drawing fish tails and writing as many words as they can think of with the suffixes given on the fish tails.
2. Players record their lists of words.



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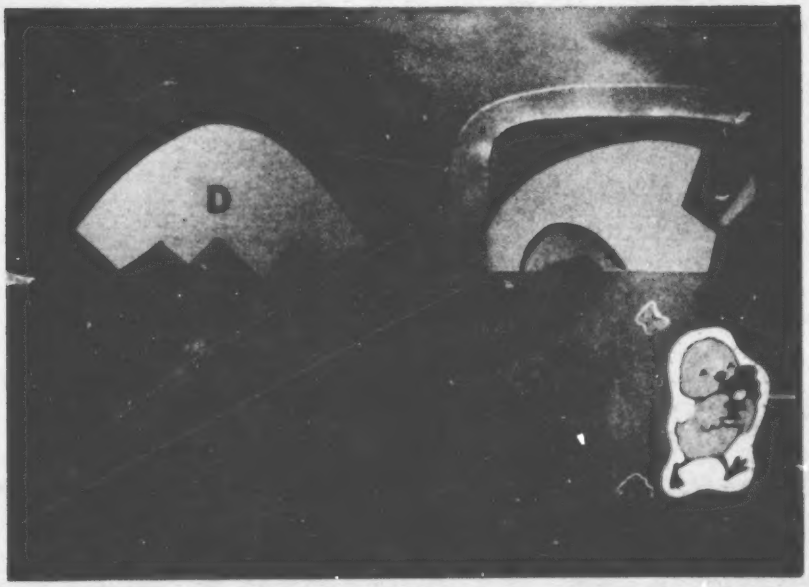

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[46] EGG ESTIMATORS

Skill: (Math) Estimating

Materials: construction paper, markers, loose-leaf ring, jelly beans, paper punch, several clear jars of different sizes and shapes

Directions:

1. The instructor should lead a group discussion to compare and contrast the meaning and use of an estimate and an exact number.
2. The jars are filled with jelly beans.
3. The student reads and follows the directions on each egg.

Example egg:

Pick one jar of jelly beans. Estimate the number of jelly beans in the jar. Record your estimate.

Count the jelly beans to find the exact number. Write an equation to show the difference between your estimated answer and your exact answer.

Additional activities can be done by estimating differences among the jars.

Idea Source/Additional Information: Q., p. 187.

[47] MEND THE EGGS

Skill: Matching beginning word sounds

Materials: construction paper, magazine pictures, markers, vinyl letters, glue stick, large brown envelope, decorative stickers

Directions:

1. The student scatters the cracked eggs on the table.
2. Each letter-sound eggshell is matched to a picture eggshell of the same beginning sound.

Idea Source/Additional Information: A., p. 108.

[48] BUNCH OF BUNNIES

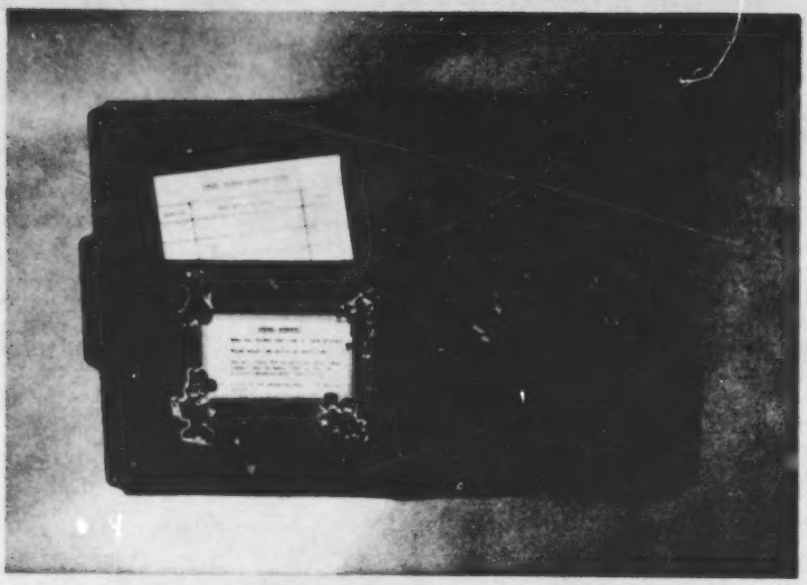
Skill: Spelling, comprehension, punctuation, capitalization

Materials: poster board, vinyl letters, markers, loose-leaf ring, grease pencil, laminating film

Directions:

1. The instructor will need to mount mazes, hidden pictures, word searches, and scrambled words on the rabbit shapes.
2. After reading the directions on each bunny, the student uses a grease pencil to complete the activity.

Idea Source/Additional Information: A., p. 127.



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outside

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inside

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[49] SPRING SPENDERS

Skill: Solving money problems

Materials: colored folder, magazine pictures, markers, brown envelope, glue stick, decorative stickers, Shopping Report activity page, vinyl letters

Directions:

1. Students pretend they have $30.00 to spend.
2. Using the "Spender's Expense Report," each student lists the items he/she would purchase with $30.00.

[50] BUZZY BEES

Skill: Solving story problems, using reference materials

Materials: small brown envelope, markers, vinyl letters, decorative stickers, construction paper, glue stick

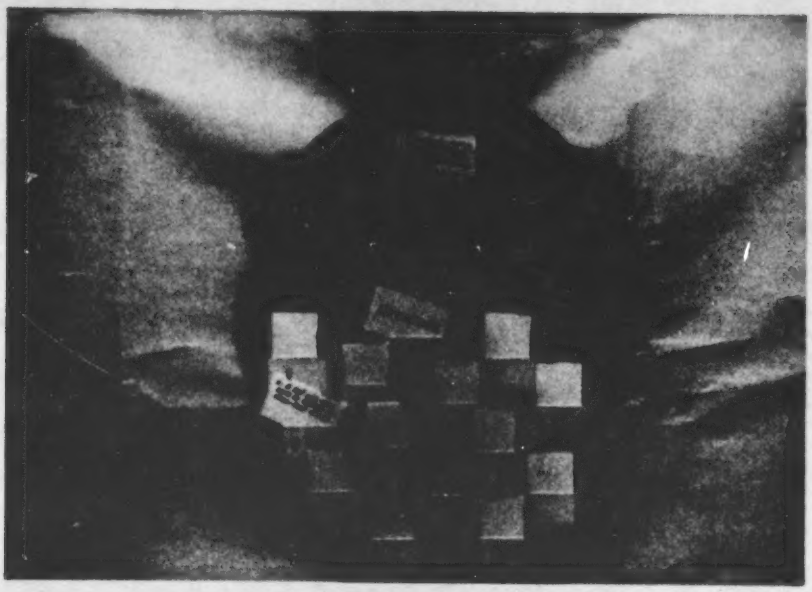
Directions:

The instructor will need to provide a set of questions and problems that are placed on the bees and the necessary materials to complete the tasks.

Example questions:

a. Using reference materials, read about the three castes of the bee society. Name the three castes.
b. Write five words that rhyme with "bee."

Idea Source/Additional Information: A., pp. 135-139.



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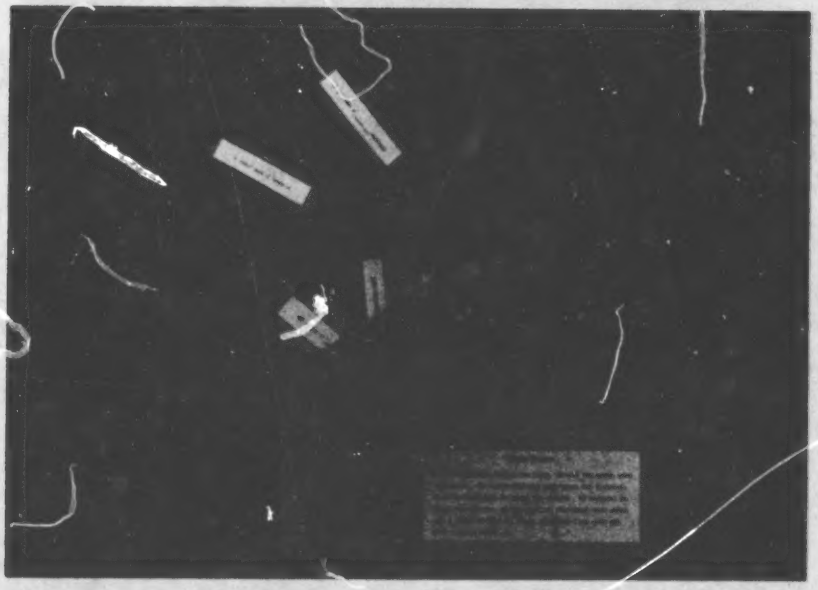

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[51] HONEY POT

Skill: Visual memory

Materials: decorative stickers, glue stick, poster board, translucent cards, markers, library pockets, vinyl letters

Directions:

1. The instructor will need to provide a set of cards which can be matched in pairs; e.g., upper and lower case letters, words and definitions, colors and color words.
2. The student takes a turn drawing a card from a pocket and tries to draw another card to make a match.
3. If the student makes a correct match, he/she may keep the cards.

Idea Source/Additional Information: A., pp. 144-145.

[52] MAZE CRAZE

Skill: Visual discrimination

Materials: colored folder, commercial activity book, loose-leaf ring, glue stick, vinyl letters, markers, poster board, paper punch, grease pencil, laminating film

Directions:

1. The instructor may use commercial activity books or old workbooks to make reusable activity cards by laminating the pages.
2. The student uses a grease pencil to complete the activity cards. Cards can be wiped clean for other students to use.

[53] CARROT CLUTCH

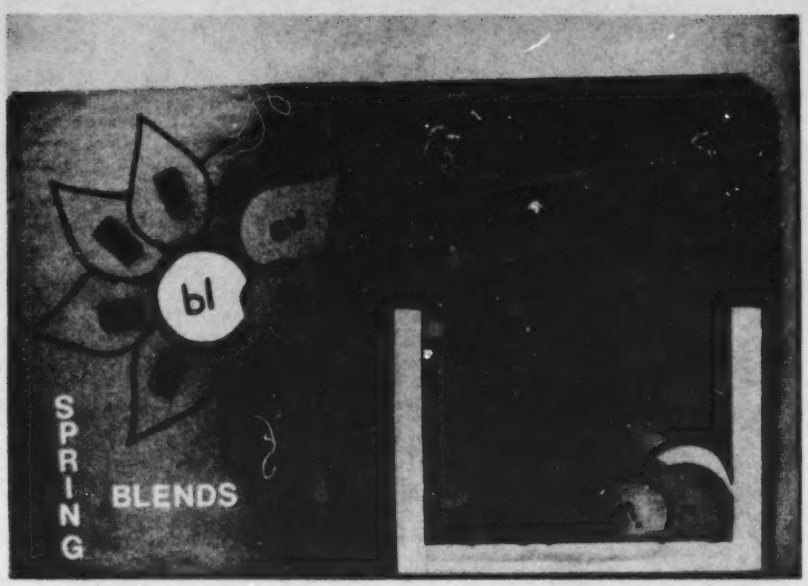
Skill: Solving story problems

Materials: vinyl letters, poster board, construction paper, markers, glue stick, laminating film, grease pencil

Directions:

1. The instructor will need to provide short story problems to place on the carrots.
2. Players divide into two teams.
3. Members on each team take turns finding carrots which are hidden in the room.
4. Each team works together to solve the carrot problems.

Idea Source/Additional Information: A., p. 119.



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[54] SPRING BLENDS

Skill: Initial blends

Materials: poster board, used laminating film, Mystic Cloth Tape, markers, colored folder, magnetic strip, decorative stickers, vinyl letters

Directions:

1. The student chooses an initial blend and places it on the center of the flower.
2. The student sorts the word ending petals and places them on the flower to build new words.

Idea Source/Additional Information: Q., p. 164.

[55] WALKING WORM

Skill: Tying shoes

Materials: construction paper, paper punch, yarn, markers

Directions:

1. Walking Worm is an incentive for children to learn to tie their own shoes.
2. When a child has learned to tie his/her shoes, he/she can tie a pair of boots onto Walking Worm's body. The boots are labeled with the child's name.

Idea Source/Additional Information: L., p. 30.

[56] FLOWER POWER

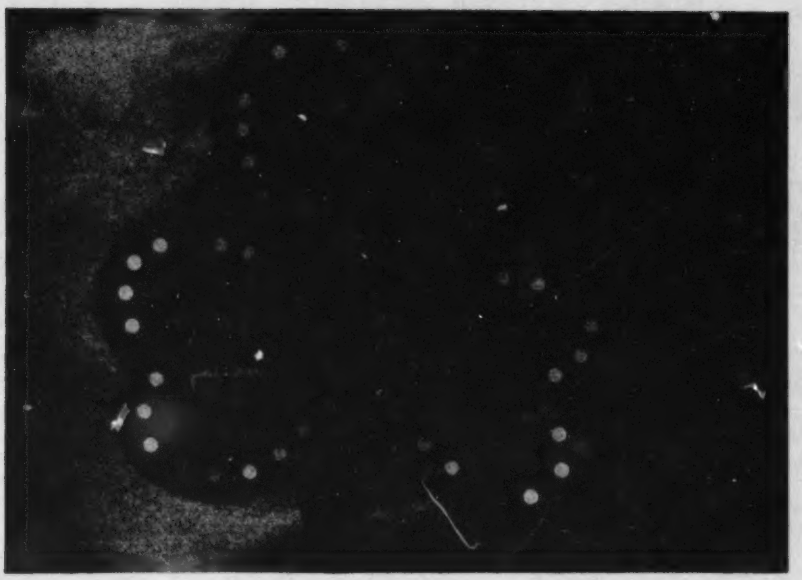
Skill: Spelling

Materials: colored folder, construction paper, dry mounting tissue, glue stick, markers, vinyl letters, decorative stickers

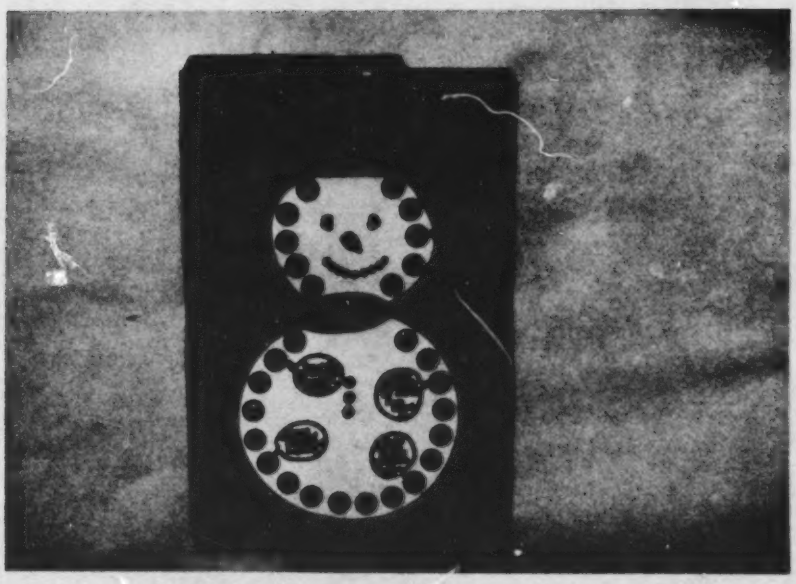
Directions:

1. The student draws a flower from the first pot and unscrambles a flower name.
2. The student matches his/her flower to the stem in the second pot which has the word correctly written on the leaf.

Idea Source/Additional Information: Q., p. 200.



[57]



[58]

OPEN-ENDED GAMEBOARDS

Open-ended gameboards are created in such a fashion that they may be used for many subjects. Open-ended gameboards are made so that any set of skill cards can be used with any gameboard. Directions for these games are as follows:

1. Player one draws the top playing card.
2. If a correct answer is given, player one spins the spinner or tosses the die and moves the number of spaces indicated.
3. Player two does the same.
4. If a player does not answer correctly, he/she does not move and the next player takes a turn.

[57] SHAMROCK CHASE

Skill: Open-ended gameboard

Materials: decorative stickers, glue stick, poster board, small dots, vinyl letters, spinner or wooden cube for die

Directions:

1. The instructor will need to provide a set of skill cards to accompany the game.
2. See Open-Ended Gameboards above.

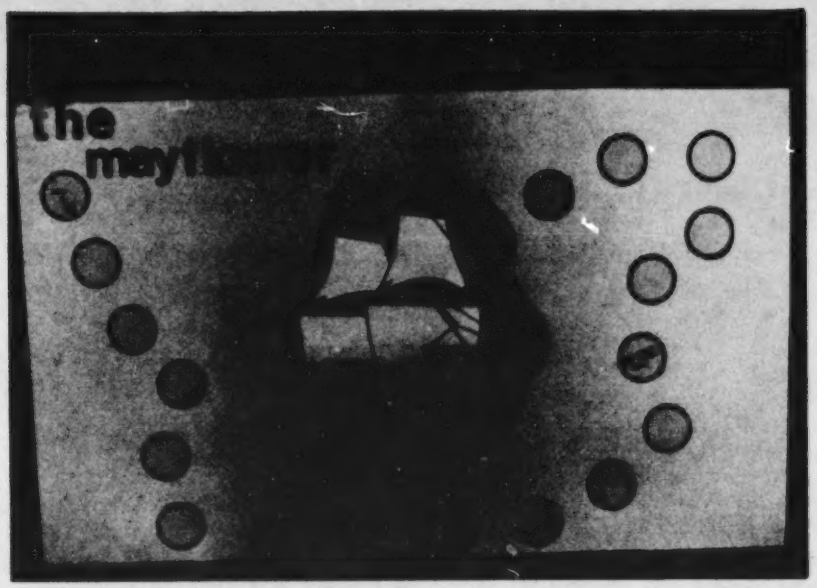
[58] FROSTIE STEP-A-SET

Skill: Open-ended gameboard

Materials: colored folder, construction paper, markers, zip-lock bag, decorative picture, small dots, glue stick, spinner or wooden cube for die

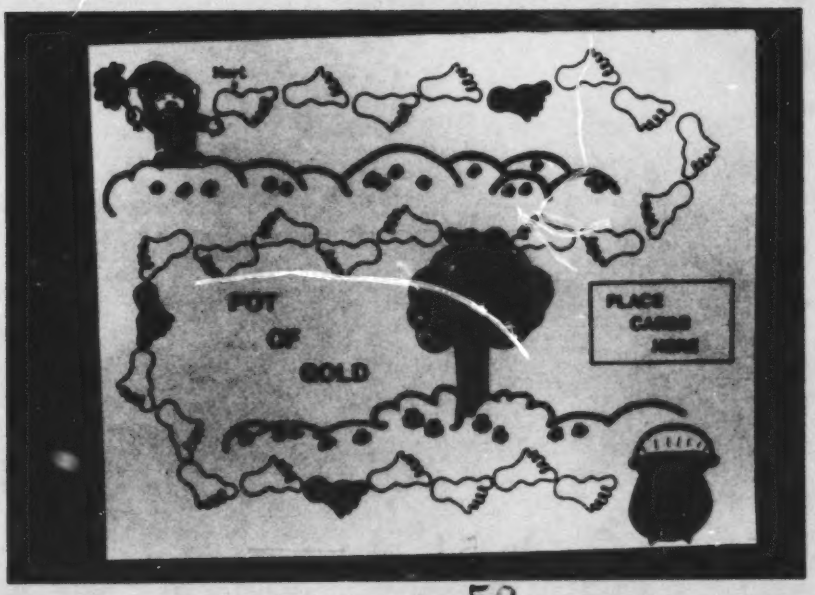
Directions:

1. The instructor will need to provide a set of skill cards to accompany the game.
2. See Open-Ended Gameboards above.



[59]

[60]



[61]

48

[59] THE MAYFLOWER

Skill: Open-ended gameboard

Materials: vinyl letters, large dots, poster board, decorative picture, markers, Mystic Cloth Tape, glue stick, spinner or wooden cube for die

Directions:

1. The instructor will need to provide a set of skill cards to accompany the game.
2. See Open-Ended Gameboards, page 47.

[60] WINTER WONDERLAND

Skill: Open-ended gameboard

Materials: poster board, markers, coloring book page, small dots, vinyl letters, glue stick, spinner or wooden cube for die

Directions:

1. The instructor will need to provide a set of skill cards to accompany the game.
2. See Open-Ended Gameboards, page 47.

[61] POT OF GOLD

Skill: Open-ended gameboard

Materials: poster board, markers, vinyl letters, spinner or wooden cube for die

Directions:

1. The instructor will need to provide a set of skill cards to accompany the game.
2. See Open-Ended Gameboards, page 47.

List of Activities

[1] Oh-h-h Deer!

[2] Consonant-Vowel-Consonant-Suffix
[3] ABC Roll
[4] Slicker Math

[5] What's Bugging You?
[6] Friendship Game
[7] Chalkboard Bees

[8] Noisy Words
[9] Christopher Columbus

[10] Black Cat's Facts
[11] Candy Match-Up
[12] Shape Books

[13] Wanda Witch's Wheel of Fortune
[14] Let's Talk Turkey
[15] Weather Wheel

[16] Turkey Time Crossword Puzzle
[17] Sequence Turkey
[18] Tommy Turkey

[19] Tall-Tales
[20] Unstuff Tom Turkey!
[21] Word Bank

[22] Freddie Fir
[23] M...M...M...Good
[24] Drummer Boys

[25] Vowel Tree
[26] Add Up Santa's Toys
[27] Gingersnap

[28] Stocking Stuffers
[29] Place Value Toads
[30] Flag and Country Match-Up

[31] Groundhog Workers
[32] Famous Men
[33] George's Hatchets

[34] Honest Abe
[35] Find Out...
[36] Monkey Tails

[37] A Valued Place in My Heart
[38] Cupid's Heart
[39] Heart String

[40] Heart Spill
[41] Broken Hearts
[42] Poke & Say Eggs

[43] Green Graphery
[44] Irish Hats
[45] Chinese Aquarium

[46] Egg Estimators
[47] Mend the Eggs
[48] Bunch of Bunnies

[49] Spring Spenders
[50] Buzzy Bees

[51] Honey Pot
[52] Maze Craze
[53] Carrot Clutch

[54] Spring Blends
[55] Walking Worm
[56] Flower Power

[57] Shamrock Chase
[58] Frostie Step-A-Set

[59] The Mayflower
[60] Winter Wonderland
[61] Pot of Gold

Cross-Reference of Activities

Each educational activity has an identifying number in brackets. These numbers are used in this cross-reference.

Affective Education

[5], [6], [55]

Christmas

[1], [8], [22], [23], [24], [25], [26], [28], [58]

Columbus Day

[9]

Easter

[42], [46], [47], [48], [53]

Famous People

[19], [32], [33], [34]

Groundhog Day

[31]

Halloween

[10], [11], [12], [13]

Language Arts

[1], [2], [3], [6], [8], [9], [11], [12], [15], [16], [18], [19], [20], [21], [22], [23], [24], [25], [27], [28], [31], [32], [33], [34], [35], [38], [39], [40], [44], [45], [47], [48], [50], [51], [52], [54], [56]

Mathematics

[4], [7], [10], [13], [14], [17], [23], [26], [29], [36], [37], [41], [42], [43], [46], [49], [50], [53]

Open-Ended Gameboards

[57], [58], [59], [60], [61]

Science

[15], [23], [31], [50]

Social Studies

[5], [9], [19], [30], [31], [32], [33], [34], [44]

Spring

[4], [7], [29], [49], [50], [51], [54], [56]

St. Patrick's Day

[35], [43], [44], [57], [61]

Thanksgiving

[12], [14], [16], [17], [18], [19], [20], [21], [59]

Valentine's Day

[37], [38], [39], [40], [41]

Winter

[58], [60]

Resource Books

Many good books are available to assist with making educational activities. The following include a variety of ideas which can be used or adapted to meet individual needs of students.

A. Bauman, Toni, and June Zinkgraf. Spring Surprises. Carthage, Illinois: Good Apple, Inc., 1980.

B. ————. Winter Wonders. Carthage, Illinois: Good Apple, Inc., 1978.

C. Carson, Patti, and Janet Dellosa. Back on the Track to Math Drill. Akron, Ohio: Carson-Dellosa Publications, Inc., 1978.

D. ————. Cartloads of Creative Story Starters. Akron, Ohio: Carson-Dellosa Publications, 1978.

E. ————. Holiday Bulletin Boards and Art Activities. Akron, Ohio: Carson-Dellosa Publications, 1979.

F. ————. Scurrying Into Math Skills. Akron, Ohio: Carson-Dellosa Publishing, 1980.

G. ————. Seasonal Bulletin Boards and Art Activities. Akron, Ohio: Carson-Dellosa Publications, 1979.

H. ————. Story Starters to "Sharpen" Creative Writing. Clinton, Ohio: Carson-Dellosa Publications, 1978.

I. ————. Throw Your Whole Self Into Comprehension. Clinton, Ohio: Carson-Dellosa Publications, 1977.

J. ————. Well "Seasoned" Story Starters. Clinton, Ohio: Carson-Dellosa Publications, 1978.

K. Colvin, Mary Paris, ed. Instructor's Big Holiday Book. Dansville, New York: Instructor Publications, Inc., 1979.

L. ————. Instructor's Big Idea Book. Dansville, New York: Instructor Publications, Inc., 1978.

M. Crane, John R., ed. Instructor's Big Seasonal Art & Crafts Book. Dansville, New York: Instructor Publications, Inc., 1979.

N. Daniel, Becky, and Charlie Daniel. Oh, My Word! Carthage, Illinois: Good Apple, Inc., 1980.

O. ————. Thinker Sheets. Carthage, Illinois: Good Apple, Inc., 1978.

P. Embry, Lynn. Super Sheets II. Carthage, Illinois: Good Apple, Inc., 1980.

Q. Forte, Imogene, et al. Pumpkins, Pinwheels, and Peppermint Packages. Nashville, Tennessee: Incentive Publications, Inc., 1974.

R. Forte, Imogene, and Joy MacKenzie. Teacher's Planning Pak and Guide to Individualized Instruction. Nashville, Tennessee: Incentive Publications, 1978.

S. Grimm, Gary, and Don Mitchell. The Good Apple Spelling Book. Carthage, Illinois: Good Apple, Inc., 1977.

T. Kaplan, Sandra N., et al. Change for Children. Revised ed. California: Goodyear Publishing Company, Inc., 1980.

U. Kaplan, Sandra N , et al. The Teacher's Choice, Ideas and Activities for Teaching Basic Skills. Santa Monica, California: Goodyear Publishing Company, Inc., 1978.

V. Keith, Joy L. Comprehension Joy. Naperville, Illinois: Reading Joy, Inc., 1976.

W. ————. Readiness Joy. Naperville, Illinois: Reading Joy, Inc., 1975.

X. ————. Word Attack Joy. Naperville, Illinois: Reading Joy, Inc., 1977.

Y. Petreshene, Susan S. Complete Guide to Learning Centers. Palo Alto, California: Pendragon House, 1979.

Z. Pike, Harper. Here's Extra Help. Hamilton, Illinois: Hamilton Press, 1980.